



## 3 RAISED BEDS

### BIG IDEA: We eat different parts of different plants.

**OBJECTIVE:** *Students will be able to identify the major plant parts and the edible parts of different plants.*

This lesson is adapted from the FoodPrints lessons, [Meet the Plant Parts](#) (PreK) and [Edible Plant Parts](#) (1st). To learn more about the FoodPrints program and access the full curriculum, including instructional videos, visit [freshfarm.org/foodprints](http://freshfarm.org/foodprints).

#### VOCABULARY

- **ROOT** the underground plant part that absorbs nutrients and water
- **STEM** the the plant part that supports the rest of the above ground plant
- **LEAF** the plant part that gathers energy from the sun to make food for the plant (photosynthesis)
- **FLOWER** the plant part that makes seeds
- **FRUIT** the plant part that holds and protects the seeds
- **SEED** the plant part that can make a new plant

#### MATERIALS

- Plant Labelling and Observational Drawing Worksheets (attached)
- Magnifying lens (optional)

**ENGAGE:** *The engage section is designed to activate students' prior knowledge and experiences, pique their interest, and build curiosity.*

Ask students to look at all the plants growing in the raised beds. Explain that each of the plants has different parts, and each of the parts has a specific job to help the plants grow. You can use this movement activity to explain the functions of the different plant parts.

**ROOTS:** Students bend over and wiggle their fingers near the ground.

**LEAVES:** Students hold their arms horizontally out from their bodies and turn their palms up to the sky, and then down to the ground, like leaves turning in the wind.

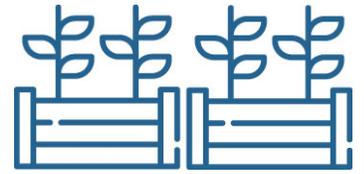
**STEMS:** Students stand nice and tall to show that the stem is the backbone of the plant. It also helps bring water and nutrients to all the plant parts.

**FRUITS:** Students pretend to eat a fruit. The fruit protects the seeds of the plant.

**FLOWERS:** Students make a circle with their arms above their head. Flowers attract pollinators so it can make seeds.

**SEEDS:** Students pretend to hold and plant a tiny seed. The seeds allow for new plants to grow.

### 3 RAISED BEDS



**EXPLORE:** *These hands-on and minds-on investigations offer an opportunity for students to further explore the Big Idea of the lesson.*

#### INVESTIGATION 1:

**EDIBLE PLANT PARTS.** Share with students that when we eat fruits, vegetables, grains, and beans we are eating different plant parts! The chart on the right has examples of produce we eat in each category.

Students can label the plant parts on the attached Plant Part Labeling worksheet. After labeling all the plant parts, ask students to circle the plant part we eat. (Note: This lesson is meant to be an introduction to plant parts for young learners, so, for example, although carrot leaves are edible, we will focus on the root as the main plant part that we eat.)

#### ROOTS, BULBS AND TUBERS

Carrot, Garlic, Potato, Radish, Beets, Onions

#### STEMS

Asparagus, Celery, Rhubarb

#### LEAVES

Spinach, Cabbage, Lettuce, Kale, Chard, Collard Greens

#### FLOWERS

Artichoke, Broccoli, Cauliflower

#### FRUITS

Apple, Eggplant, Pepper, Tomato

#### SEEDS

Beans, Corn, Oats, Rice

#### INVESTIGATION 2:

**OBSERVATIONAL DRAWING.** Drawing is a powerful way for students to take time to carefully observe a plant. Encourage students to choose one plant, watch it closely and then draw what they see. They can use a magnifying lens to look for details on the leaves and the stem. You can use the attached Observational Drawing worksheet. Ask them to label each plant part and then circle the part of the plant we eat. Students are welcome to taste the leaf or the fruit of the plant they are drawing.

**EVALUATE AND CLOSE:** *Before moving on to the next station, please take a few moments to have students reflect on what they have learned.*

- Ask students to name all the different parts of the plant and type of food we eat for each plant part
- Review the movements for each plant part

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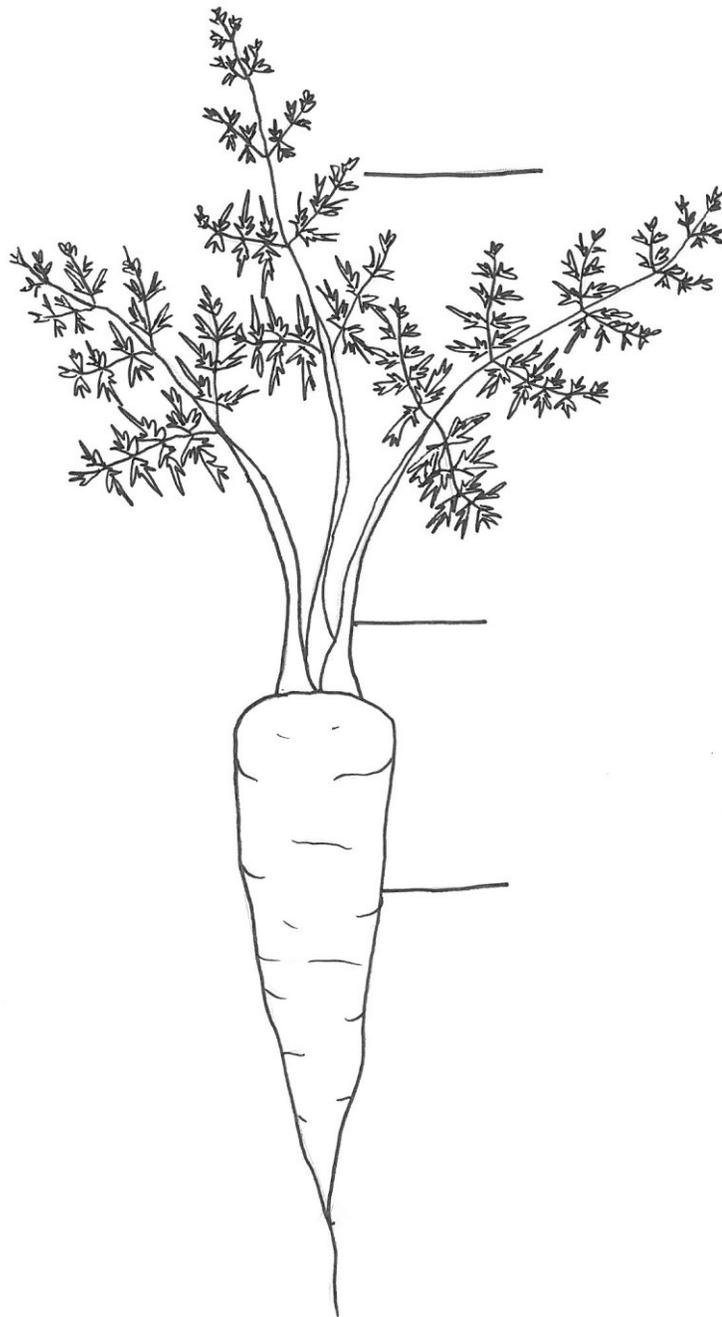


Name \_\_\_\_\_

Date \_\_\_\_\_

## PLANT PART LABELING WORKSHEET: CARROT

**Instructions:** Label each plant part. Circle the plant part that you eat.



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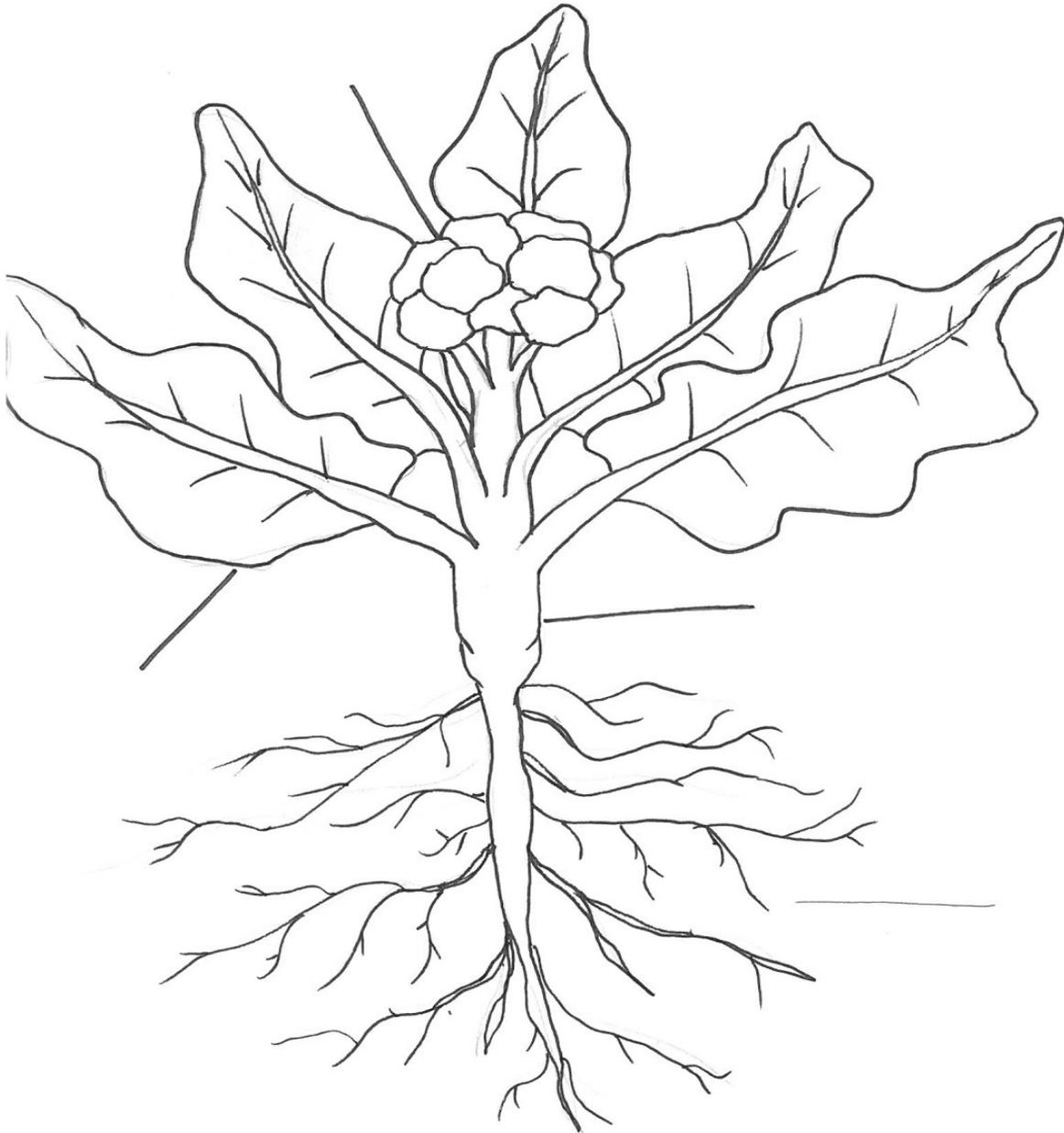


Name \_\_\_\_\_

Date \_\_\_\_\_

## PLANT PART LABELING WORKSHEET: BROCCOLI

**Instructions:** Label each plant part. Circle the plant part that you eat.



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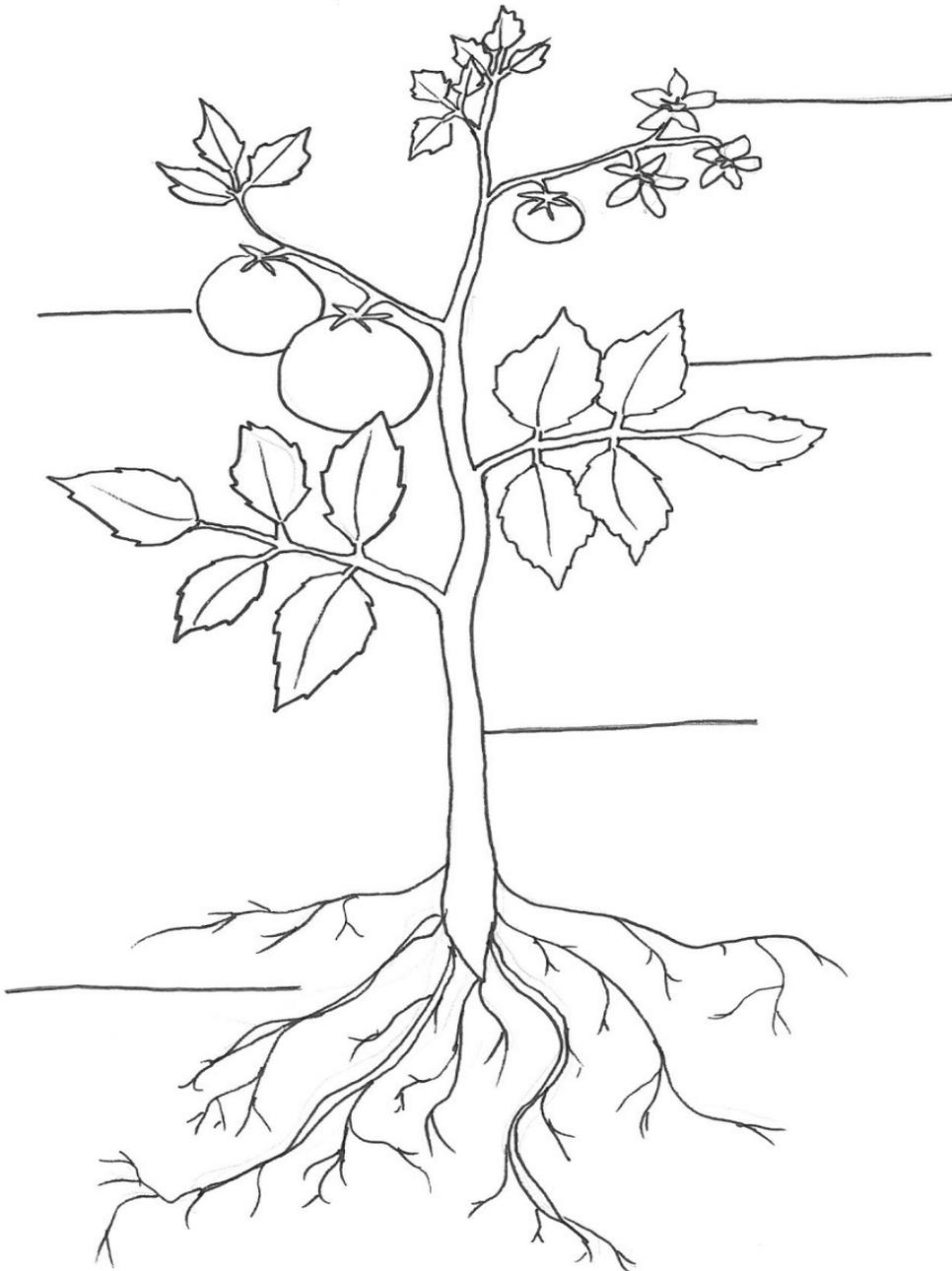


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### PLANT PART LABELING WORKSHEET: TOMATO

**Instructions:** Label each plant part. Circle the plant part that you eat.



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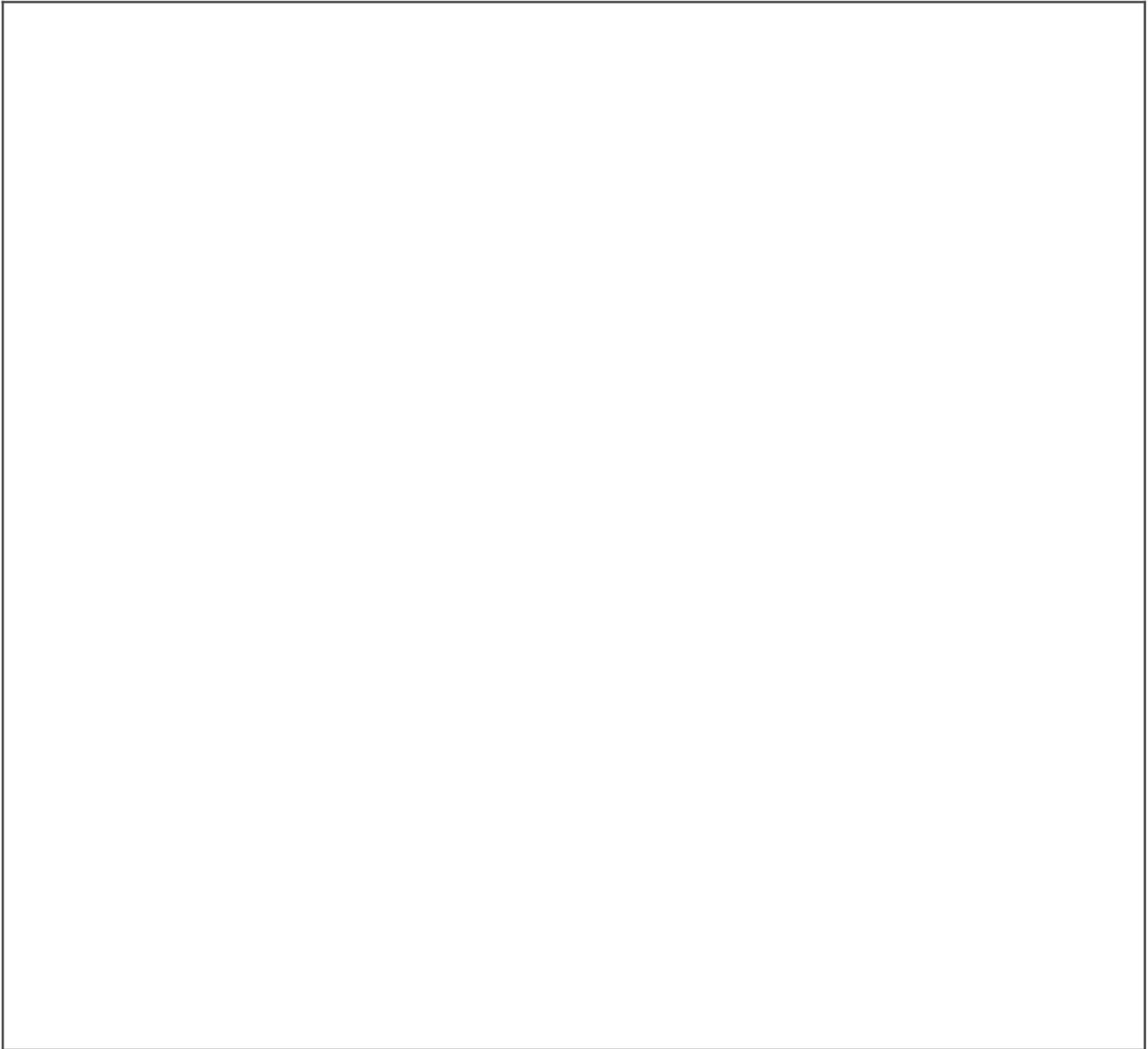


Name \_\_\_\_\_

Date \_\_\_\_\_

### OBSERVATIONAL DRAWING WORKSHEET

**Instructions:** Draw a detailed, realistic picture of a plant in the garden. Write a title with the name of the plant, label each part of the plant, and circle the part(s) of the plant we usually eat.



This is a picture of a \_\_\_\_\_.

The part(s) of this plant that we eat is/are the \_\_\_\_\_.

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